

Using ICT to Enhance Writing & Creativity



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Creativity

No education system can be world-class without valuing and integrating creativity in teaching and learning (Robinson Report, 1999).

The steps:

- KNOWLEDGE & SKILLS – drawing on the known to create the new
- FLUENCY - generating many ideas
- FLEXIBILITY - shifting perspective easily
- ORIGINALITY - conceiving something new
- PURPOSE – a vision
- AUDIENCE – the critics
- ELABORATION - building on other ideas
- EVALUATION - Critical reflection



A creative classroom values:

- Questions above answers
- Creativity above fact regurgitation
- Making connections and seeing relationships
- Problematic knowledge: Looking at things from different view points
- Reflecting critically on ideas, actions and outcomes
- Risk taking
- Student direction

Using ICT to Enhance Writing and Creativity

'Today's digital kids think of information and communications technology (ICT) as something akin to oxygen: They expect it, it's what they breathe, and it's how they live; They use ICT to meet, play, date, and learn; It's an integral part of their social life; It's how they acknowledge each other and form their personal identities' (John Seely-Brown, 2004).

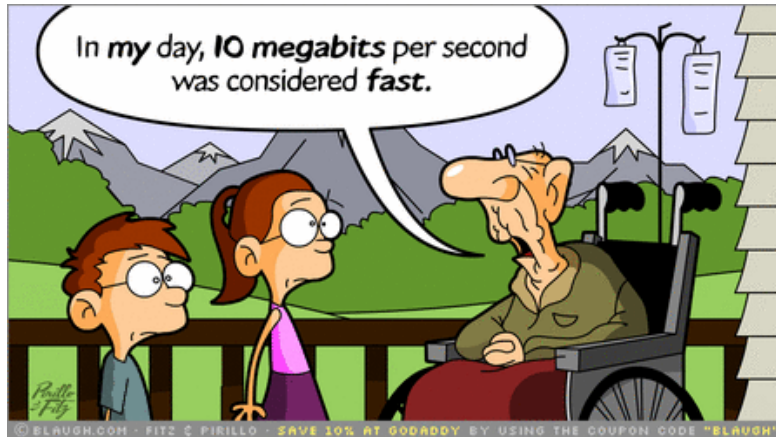


Digital Storytelling

In producing digital stories, students address concepts which are common to both print and film – character, setting, genre and narrative structure – drawing on their wider cultural knowledge. This generation of students is drawn to the visual. Garth Boomer stated that "Stories are the lifeblood of our nation."

One way to focus on the craft and artistry of writing, and tap into the creativity of your students is to get to create digital narratives using technology. They can add the images, voiceover, sound and even video clips. If you restrict it to 300 words and get them to focus on: powerful verbs, imagery and even include a motif such as a mirror and a concept such as duplicity, then the students refine their writing skills and 'play' with words and syntax.

The students could create short stories, sonnets, prose poetry or even a short



film. The digital story can be done in Power Point, Moviemaker, Word, and Publisher. The digital story can be used to present alternative endings, hybrid genres, and faction. This can be achieved through hyper linking. In a factual piece, the students could

include links to facts, statistics, images, documents, etc. The Time-line digital story is an exciting way to represent the interplay of history and memory or combine fact and fiction for the life of a scientist. Students could construct a timeline and include hyperlinks to personal diary or journal entries or eyewitness accounts. They will find voice, confidence, and structure in their writing.

Digital Story Planning for Students

"Story grammar is the "ability to encapsulate, contextualize, and emotionalize information, understanding and experiences for yourself and others - becoming vastly important in the Conceptual-Information Age" Daniel Pink.

Step One: Brainstorming

- Brainstorm ideas for a piece of writing: narrative, poem, non-fiction, factual report, etc. Teacher to provide task and marking guidelines and some models if possible.
- Create a folder for the digital story.



Step Two: The Writing

- Compose a 300-word or less piece of writing paying close attention to:
 - a. The demands of the task: outcomes to be assessed and rubric
 - b. The audience and purpose
 - c. Required form and its conventions
 - d. The syntax: varying sentence structure such as: simple, complex, compound and truncated sentences – “*You don’t fight dragons with languid sentences!*” Gary Disher
 - e. The word choice: focus on the verbs; they are the powerhouse of your writing!
 - f. Imagery: appeal to the senses; figurative devices.
 - g. The voice: person (1st, 2nd or 3rd); word choice
 - h. The punctuation
 - i. The spelling



Step Three: Planning

- Plan what images you will need to reflect and represent the writing.
- Use the storyboard sheets for planning. (See storyboard)



Step Four: Images and Footage

- Carefully select and download images – about 10. They need to check the resolution: should be higher than 300 dpi.
- You could use a digital camera to take original photographs.
- If video or film footage is to be incorporated in a digital story, use a video camera or mobile phone to shoot original footage. There is no need to edit the footage as this can be done in Moviemaker.
- Film footage can be downloaded from YouTube at home or Australian Screen at school and added to the digital story. The YouTube video clip has to be converted to a WMV file.



Step Five: Voice and Sound

- Record your reading of the piece of writing. Use other students if you are incorporating different voices. Use a microphone or an MP3 player and download the recording. The way that you use tone in your voice can impact on the story. The tone of the storyteller's voice provides the drama and sets the mood.
- If you want to include theme music or sound effects download these at home.
- If you want to mix the voiceover and the music, you could use Audacity or Garage Band (Mac) to do so. (Free download)



Step Six: Importing

- Import images and sound files into Moviemaker or Photostory
- Place images in first to match the writing
- Drag the voiceover in and the music and match it up to the images.



Step Seven: Editing

- Edit the timing. Get them to ensure that the images and the timing match the sound track.
- Add any transitions or effects to the images.
- Re-check spelling and sentence structure!



Step Eight: Saving Project

- In Moviemaker 'Save' only to begin with and then 'Save as movie' when you are happy with what you have created.



Step Nine: Share your Project

- Show your digital story to others!

Suggestions

“Every community has a memory of itself.

Not a history, nor an archive, nor an authoritative record...

A living memory, an awareness of a collective identity woven of a thousand stories.”

- The digital story can be used to present alternative endings, hybrid genres, memoirs and factual reports.
- Create a digital narrative or non-fiction text such as a report or evaluation using a range of sources or texts, such as: an interview, a newspaper report, an sms message, a journal entry, etc.
- Capture the memories of community members such as the local fireman, policeman or politician or an elder. Scan their photographs in and create a rich record of their story!
- Powerpoint can be used to hyper link to facts, statistics, images, documents, etc.
- An imaginative narrative in Movie maker or Photostory can include factual commentary, graphs, etc.
- The Time-line digital story is an exciting way to represent the interplay of history and memory. Students could construct a timeline and include hyperlinks to personal diary or journal entries or eyewitness accounts. See **Our Story:** <http://ourstory.com/> - Save stories, photos and videos on a collaborative timeline.

Digital Story Resources

- Photo Story 3 can be downloaded from:
<http://www.microsoft.com/windowsxp/using/digitalphotography/photostory/default.msp>
- Media Player 7 or above is needed to view digital narratives made with Photo Story 3. **Media Player 10** or **11** can be downloaded from:
<http://www.microsoft.com/windows/windowsmedia/player/10/default.aspx>
- a. <http://www.bbc.co.uk/wales/audiovideo/sites/about/pages/howto.shtml> – an interesting site where students can view interesting digital stories and learn how to create them.
- b. Digitales, <http://www.digi-tales.org/> - more digital stories!
- c. Digitales, <http://www.ice.org.au/projects/digitales/> (Sydney – multicultural stories)
- d. Centre for Digital Stories, <http://www.storycenter.org/index1.html>
- e. Digital Drive-in, <http://www.nextexit.com/drivein/driveinframeset.html> - some interesting digital stories
- f. Changing Lives, <http://www.changinglives.com.au/2008/04/abrar-autumn-and-i.html> - digital stories by seven young Iraqi women living in Western Sydney
- g. ACMI Digital Stories, http://www.acmi.net.au/digital_stories.htm
- h. Photobus, <http://www.photobus.co.uk/index.php?id=2>
- i. Youth Central,
<http://www.youthcentral.vic.gov.au/News+&+Features/Digital+Stories/>
- j. Digital stories, http://www.swplc.vic.edu.au/Digital_Story.htm
- k. Creative Commons, <http://creativecommons.org/> - access to copyright free music, images and videos

- l. Resources for Creating Digital Stories, EDNA, <http://www.edna.edu.au/edna/go/about/pid/1940>
- m. Knowledge Bank, <http://www.education.vic.gov.au/knowledgebank/digitalstories/default.asp> - tutorial and examples
- n. Story Centre, <http://www.storycenter.org/index1.html> - examples
- o. The Process - <http://www.education.vic.gov.au/knowledgebank/digitalstories/default.asp>
- p. Stories, <http://www.ames.net.au/shop/createconnections/Samples/index.htm>
- q. Animation station, <http://www.animation-station.com/>
- r. Background City, <http://www.backgroundcity.com/>
- s. Flickr, <http://www.flickr.com/>
- t. History made everyday, <http://www.history.com/media.do> - free video clips
- u. Stories of Service, http://digiclub.org/sofs/index.php?page_id=1 – war veterans in America share their digital stories
- v. Memory Miner, <http://www.memoryminer.com/> - software that enables you to make links in your digital stories
- w. Celtx: <http://www.celtx.com/> - Free software for scriptwriting and storyboarding.

Movie Maker 2 Tips

1. Save all files: images, video clips, audio clips, text etc into the one file.
2. When you are working on the movie 'Save as Project' – ensure that all downloads are saved with the movie project.
3. When you are happy with the movie project 'Save as a Movie File' (2003) or 'Publish Movie' (2007).
4. It is best to use a microphone when you want to narrate a movie project.
5. Moviemaker 2 can import most sound formats, including MP3 songs. If you already own a CD with a song you like, you can always import that song onto your computer using Windows Media Player.
6. By default, when you place a picture on the timeline it will stay on the screen for 5 seconds before moving to the next picture. When you start add transitions (which take time, themselves) this time drops down to around 3 seconds. This may not be enough time for you, especially if you are trying to narrate your slideshow, so you may need to change the timing of each of your photos. Use 'Tools' and then 'Options' to vary transition speed of images in the storyboard. You can also drag the images to increase the time they stay on the screen. When you are creating a slow-motion film increase the transition speed.
7. Go to <http://www.windowsmoviemakers.net/Tutorials/HowToEditVideo.aspx> for tutorials.

Slow-motion

Slow-motion is a simple and easy way for students to write and create short films. The careful staging of each shot invites the student to consider framing, lighting and mise-en-scene. Use a digital camera to take a series of staged shots. Clay or plastic figures could be placed gradually in different poses and subtle changes made to the background as each shot is taken. The shots are then downloaded into a program such as Moviemaker 2 and edited at a faster speed. Sound and text can be added.

Animoto

An online short film making tool: <http://animoto.com/>

Imaginative Engagement

- Video clips from Youtube or films: the trailers of films or a short clip from **Australian Screen or Film Australia**: can be used to stimulate writing - Australian Screen: film clips: <http://aso.gov.au/titles/alpha/A/> and Screen Asia – Asian films, <http://dl.screenaustralia.gov.au/tag/Asia/>
- Images from Google certainly provoke thought and stimulate ideas. Paintings by Munch and Van Gogh are good story starters.
- Quotes from novels, poems and films can be used to start a story.
- **Celestia**: <http://www.shatters.net/celestia/>: students explore the universe in three dimensions - travel throughout the solar system to any of over 100,000 stars to be inspired to create science fiction stories or use the stills and clips to create their own short film or digital story.
- **Tales of London**: <http://www.talesoflondon.org.uk/?PHPSESSID=ac9af1988b28086211bb5aff4a52a2ad>: An interesting way to introduce students to the context of early 20th century England: Quizzes, what it was like to be a London child, etc.
- **Dust Echoes**: <http://www.abc.net.au/dustechoes/dustEchoesFlash.htm> - lyrical animations of Aboriginal myths to inspire students to compose their own original myths.
- **Inanimate Alice**: <http://www.inanimatealice.com/> - tells the story of Alice, a young girl growing up in the first half of the 21st century in China, and her imaginary digital friend, Brad. Fabulous inspiration for a multimedia narrative. Students could download or create postcards and use each slide in Power Point to write about their adventure.
- **State Library of Victoria: Mirror of the World: Books and Ideas**: <http://www.mirroroftheworld.com.au/> - amazing images and extracts from texts to inspire writing.
- **The Hero's Journey**: <http://www.readwritethink.org/files/resources/interactives/herosjourney/> - planning for a hero's journey narrative and the elements of the hero's journey.

Characterisation

- **Build your wild self** (primary): <http://www.buildyourwildself.com/> - create a half-human half animal character and download them so that they can become the main character in a narrative or blog story.
- **Voki**: <http://www.voki.com/> - create an avatar for a blog story or students can play with the crafting of a character. They can add setting, clothing and even record their character's voice.

Effective Writing Resources

- **Children's Creative Story Writing**: <http://www.midlandit.co.uk/education/storyhistory.htm>
- **Short Story Writing Tips**: <http://www.shortstorygroup.com/storytips.htm>
- **Tips for Writing a Short Story**: <http://www.write101.com/shortstory.htm>.
- **Writing Tips for Young People**: <http://www.actwriters.org.au/youth/Writing%20Tips.htm>
- Kate Grenville. (1990). *The Writing Book*. Allen and Unwin
- John Marsden. (1993). *Everything I Know About Writing*, Reed Books Australia
- **50 tools for a web-based story**: <http://cogdogroo.wikispaces.com/StoryTools>
- **Box of Tricks**: http://www.boxoftricks.net/?page_id=29 and **Cool Tools for Schools**, <http://cooltoolsforschools.wikispaces.com/>: Links to a range of sites for planning, researching and composing writing.
- **Grammar Skills**: <http://www.bbc.co.uk/skillswise/words/grammar/>
- **Grammar Monster**: <http://www.grammar-monster.com/index.html>
- **Visuword**: <http://www.visuwords.com/> - a beautiful online thesaurus to find more effective synonyms.

Persuasive Writing and Rhetoric

- **Persuasion 101**: <http://prezi.com/62290/>: An introduction to the art of rhetoric.
- **Essay Map**: <http://www.readwritethink.org/materials/essaymap/>
- **Rhetoric**: <http://www.putlearningfirst.com/language/20rhet/20rhet.html>
- **American Rhetoric**: <http://www.americanrhetoric.com/speeches/mlkihadream.htm> Vodcasts and podcasts of speeches such as Martin Luther King.

Writing Poetry

- **Poetica**: <http://www.abc.net.au/rn/poetica/default.htm> Poetry Podcasts from the ABC: Student can be inspired by the poetry that is read!
- **Instant poetry**: <http://ettcweb.lr.k12.nj.us/forms/newpoem.htm>: Students can create poetry at this site.
- **Wordle**: <http://www.wordle.net/> : Create a word cloud poem or use Wordle to revise poetic devices.
- **Sonnet Central**: <http://www.sonnets.org/> - access to hundreds of sonnets and recordings too inspire writing.

Shakespeare: Writing and Creativity

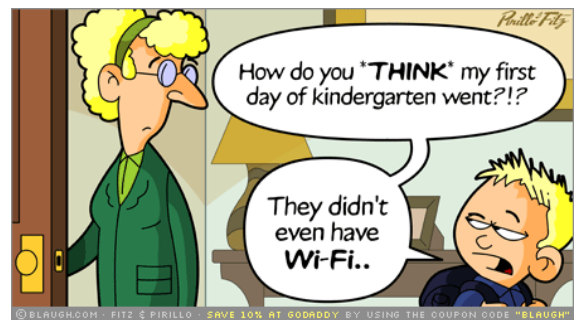
- **Virtual Macbeth:** <http://virtualmacbeth.wikispaces.com/> Foul whisperings, strange matters - a Second Life treatment of Macbeth – fabulous for provoking students into creating their own wiki or blog for one of Shakespeare's plays or characters.
- **Illustrated Shakespeare:** http://www.english.emory.edu/classes/Shakespeare_Illustrated/Shakespeare.html - The paintings could be used to trigger imaginative texts about the characters in the plays.
- Investigate Shakespeare: <http://www.pbs.org/shakespeare/#>

Non-fiction

- **My Hero:** <http://myhero.com/go/home.asp> - students can read about people's heroes and add their own to this site.

Critical Reflection

- *Using word processing for pupils to present their work even though the greatest potential is for pupils to compose, draft, revise and organise their thinking and writing* (Mumtaz and Hammond, 2002). When students compose texts using word processing they should be encouraged to critically evaluate and reflect on what they have written. This can be done effectively through: insert comment or track changes or as a scaffolded critical response.
- Blogs or wikis invite honest reflection and critical dialogues with other students. Peer marking could be done this way.



Film and Play Scripts

- <http://celtx.com/>: Storyboards, film scripts, etc – easy to use software that has outstanding models and scaffolds for students from year 7 through to Extension 2.

Textual Intervention

Students can use insert comment or track changes to transform an original text such as a poem or a short story. They could use it to interrogate factual information or prepare notes for a report.

Audio Tales: Recordings – MP3, Pod Casts, Mobile Phones...

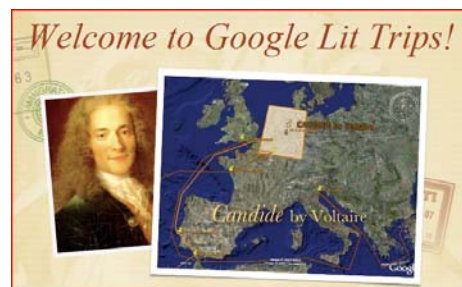
- Students can employ different voices and/or sound effects to add flavour and colour to a story or represent different perspectives.
- An original poem is so much more dramatic when it is recorded!
- An MP3 or a mobile phone can be used as recorder of the student's observations of life and people. Good writing is often inspired by experience and is enhanced when students are encouraged to record their observations on a regular basis. These observations can then be downloaded and form the basis of a story or series of stories.
- **Audacity or Garage Band** (Mac) – a free download - can be used to record a student story. Visit the tutorial at: <http://www.how-to-podcast-tutorial.com/17-audacity-tutorial.htm>.

Google Earth

- Students can use Google earth to create an interesting narrative. They find the setting for their story and then use Google earth to zoom into the location, add a marker, and write the story on different markers as the character moves to other locations.
- Use an IWB so that students can write comments and observations over a view in Google earth. Use screen shot to capture an image!
- Students could create information reports or persuasive texts for tourists using the markers.
- Students can download current and historical images, along with obtaining street level views in some suburban and urban areas. These images and videos can be embedded in PowerPoint or word processing documents for presentations.
- Students could create an environmental story or factual piece of writing.

Google Lit Trip

- A Lit Trip is having the ability to find locations on Google Earth, being able to mark those locations with place marks and being able to draw paths representing the characters' movements from one location to the next. Install Google Earth on your Computer - Google Earth is free and can be downloaded at: <http://earth.google.com/download-earth.html>.
- Watch the 12 short videos found here: <http://earth.google.com/tour.html>. Additional short videos can be found here: <http://www.youtube.com/GoogleEarthVideoHelp>.
- In the Downloads etc. area is a section called Lit Trip Tips. In this area are several 1-2 page step-guides focused on specific Google Earth skills useful for building Google Lit Trips.
- Practise with a single chapter from a favourite novel or with a short story.
- If the story line does not move around a bit, there is little potential value in creating a Lit *TRIP*.



- In the Lit Trips Tips section of the Google Lit Trip website, the following step-guides are useful:
 - Finding Hard Location on Google Earth
 - Making the Most Out of Place Marker Icons
 - Formatting Place Marker Descriptions
 - Capturing the Best Location View
- Other good resources for creating Place Marks include the following video clips available on the Internet:
- The basic technical aspects of including images in a Google Lit Trip place mark pop-up window are explained in the Formatting Place Marker Descriptions step guide found in the Lit Trip Tips section of the GoogleLitTrips.com website.
- It is important to begin organising place marks early on using Google Earth's folder creation resources. Use the ADD menu in Google Earth to add a new FOLDER. A window will appear. Since this is the main folder within which all of your place marks will be located, give it a brief name that identifies the title of the book you're working with. However, try to avoid baffling abbreviations. Within the Main folder, you can create any sort of internal folder system. For example, you might create an internal folder for each chapter or an internal chapter for each location the characters move to.
- Creating the Path: It is the path marking the itinerary that gives A Google Lit Trip a beginning, middle and end. It indicates the chronology of the travel and visually indicates where the characters are at a given point in the story as well as a clear indication of where they have been and where they are going next. There is a simple step-guide called "Adding Route Paths to a Lit Trip" in the Lit Trips Tips.
- Saving Google Lit Trips: When ready to save, like all applications, there is a Save command under the Edit menu. However, Google Earth offers four Save options rather than the typical Save and Save As... options. Once you have developed all of the elements for a Google Lit Trip (place marks, paths, overlays etc, and organised them into folders, it is Google Earth provides four different SAVE options under the File menu.

Varying the Structure and Form of a Narrative

1. **Flashback:** Start at the end and show what has led to this moment.
2. **Multiple Perspectives:** A story told through two or more characters.
3. **Multiple Narratives:** Different stories connected by a theme or a motif, such as: survival.
4. **Pastiche:** Include a range of text forms such as: a narrative, newspaper clippings, a text message or MySpace posting.
5. **Circular Structure:** A story starts at a specific moment in a story, and then flashes back to explain the lead up to this moment, and then finally returns to the original specific moment.

Creativity through Inquiry and Investigation

Project-based learning

Students are engaged in learning essential knowledge and life-enhancing skills through an extended inquiry process structured around complex, authentic questions and carefully

designed products and tasks. Students investigate a problem and apply it to a real-life situation using technology. They pose challenging questions or problems. The students engage in design, problem solving, decision making, and investigative activities. It allows students to work in groups or by themselves and allows them to come up with ideas and realistic solutions or presentations.

Features

- A well-designed project provokes students to encounter (and struggle with) the central concepts and principles of a discipline.
- Emphasises learning activities that are long-term (3 weeks or more), interdisciplinary and student-centered.
- Allows in-depth investigation fostering deep knowledge and understanding.
- Students collaborate, working together to make sense of what is going on and taking responsibility for their own learning.
- The student's role is to ask questions, build knowledge, and determine a real-world solution to the issue/question presented.
- May include jigsaw learning. Learners working in groups are given a specific piece of a problem to work on. They become experts in that part of the problem. Other groups are working on other parts of the puzzle and becoming experts themselves. Finally groups collaborate to provide a 'total view and solution'.
- The teacher must regulate student success with intermittent, transitional goals to ensure student projects remain focused and students have a deep understanding of the concepts being investigated. It is important for teachers not to provide the students with any answers because it defeats the learning and investigating process.
- An atmosphere of shared responsibility with the teacher as facilitator is essential.
- A probing open-ended question or issue that is rich, real and relevant to the students' lives is the first step. Students have to find answers to questions and combine those using critically thinking skills to come up with answers.
- Real world use of technology - students is expected to use technology in meaningful ways to help them investigate, collaborate, analyze, synthesise and present their learning.
- Student voice must be heard!
- Multi-disciplinary
- Outcomes-based, with an artifact, presentation, or action as a result of the inquiry.
- Constructive feedback by teacher and peers.

Questions

1. **Significance:** Why is it important?
2. **Perspective:** What is the point of view?
3. **Evidence:** How do you know?
4. **Connection:** How does it apply?
5. **Supposition:** What if it were different?

Steps

1. **Define:** Projects start with sound instructional goals, a specific timeline, an audience identified and the formulation of an engaging question or problem

2. **Plan:** project broken down into meaningful chunks and stages.
3. **Do:** Investigate, test, design and produce. More questions are introduced to guide the investigation. Students reexamine the problem (collectively) in light of what they have discovered during their research. During this discussion, students supply information for the following categories:
 - a. **Data:** students write down what they already know about the problem
 - b. **Ideas:** students list possible solutions to the problem
 - c. **Learning Issues:** students examine what deficiencies they have in their learning (what do they know? what do they still need to find out?)
4. **Action:** students make suggestions as to how they might proceed.
5. **Review:** The project ends with evaluation, reflection and supposition.
6. **Abstraction:** Students regroup to place the problem within the context of similar problems that they have encountered in the course of their study. Students attempt to link the problem with similar ones, attempting to find similarities, differences, and ways that knowledge of the old problem might help to solve the new one.

Advantages

- Encourages students to become independent workers, creative and critical thinkers, and lifelong learners.
- Facilitates social responsibility.
- Students participate in activities that force them to learn relevant concepts and ideas in a meaningful manner.
- It is cumulative - all new skills, information, and concepts build upon the foundation of what the student already knows.
- It is goal-oriented - students are generally more successful when they are cognizant of the goal towards which they are working.
- It is diagnostic - students further the learning process by engaging in frequent self-evaluation and self-monitoring; such practices aid the students' comprehension and help to ensure that they are continue actively to pursue their goals.
- It is reflective.

An Example: Researching Shakespeare

“Reading Shakespeare requires the imagination and daring capacity to entertain ambiguity and the paradoxes of human life and history...to imagine the complex lives of powerfully historicized human beings” Metzger.

Instead of the mundane research Shakespeare’s life approach, students could be actively involved in a creative project-based research activity or a shorter inquiry-based research.

- **Concept:** Resonance
- **Question:** Why do people continue to reject Shakespeare’s plays?
- **The tools:**
 - Online survey: Zoomerang - <http://www.zoomerang.com/>
 - Vox pops
 - Blog or Wiki



- Internet
- **The Product:** Wiki, Ning, Moodle, short film, digital report...

Links

- <http://www.genyes.org/> - a highly successful PBL program
- <http://www.projectfoundry.org/pblHQ.html>
- <http://www.thinkquest.org/en/projects/index.html>
- <http://www.edutopia.org/tech-integration>
- <http://pbl-online.org/>
- <http://www.novelapproachpbl.com/21stCenturySkills.htm>
- <http://www.2learn.ca/Projects/Together/KWORDS/projecta.html>
- <http://www.bobpearlman.org/BestPractices/ProjectWorkSingapore.htm>
- <http://pblmm.k12.ca.us/>
- Google Docs,
<https://www.google.com/accounts/ServiceLogin?service=writely&passive=true&nui=1&continue=http%3A%2F%2Fdocs.google.com%2F&followup=http%3A%2F%2Fdocs.google.com%2F<mpl=homepage&rm=false> – share ideas and documents
- Creative Techniques, http://www.mycoted.com/Category:Creativity_Techniques
- Creative thinking, <http://www.sasked.gov.sk.ca/docs/policy/cels/el4.html>
- Inquiry Activities, <http://www.exploratorium.edu/IFI/activities/index.html>
- Inquiry-based learning, <http://www.youthlearn.org/learning/approach/inquiry.asp>
- Introduction to Creative Thinking, <http://virtualsalt.com/crebook1.htm>
- Problem based learning resources,
<http://www.techforlearning.org/PBLresources.html>
- Scenario based learning,
<http://www.learningcircuits.org/2002/may2002/kindley.html>
- Socratic Questioning, http://ed.fnal.gov/trc_new/tutorial/taxonomy.html
- Using the Internet to promote Inquiry based learning,
<http://www.biopoint.com/inquiry/ibr.html>